



## Lead Academy

29 Ridgeway Drive  
Greenville, SC 29605

<b>Grades</b>	5-7 Middle School	
<b>Enrollment</b>	121 Students	
<b>Principal</b>	Rodney Johnson	864-770-1790
<b>Superintendent</b>	Mr. Burke Royster	864-355-3100
<b>Board Chair</b>	Mr. Roger Meek	864-233-8587

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Excellent</b>
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

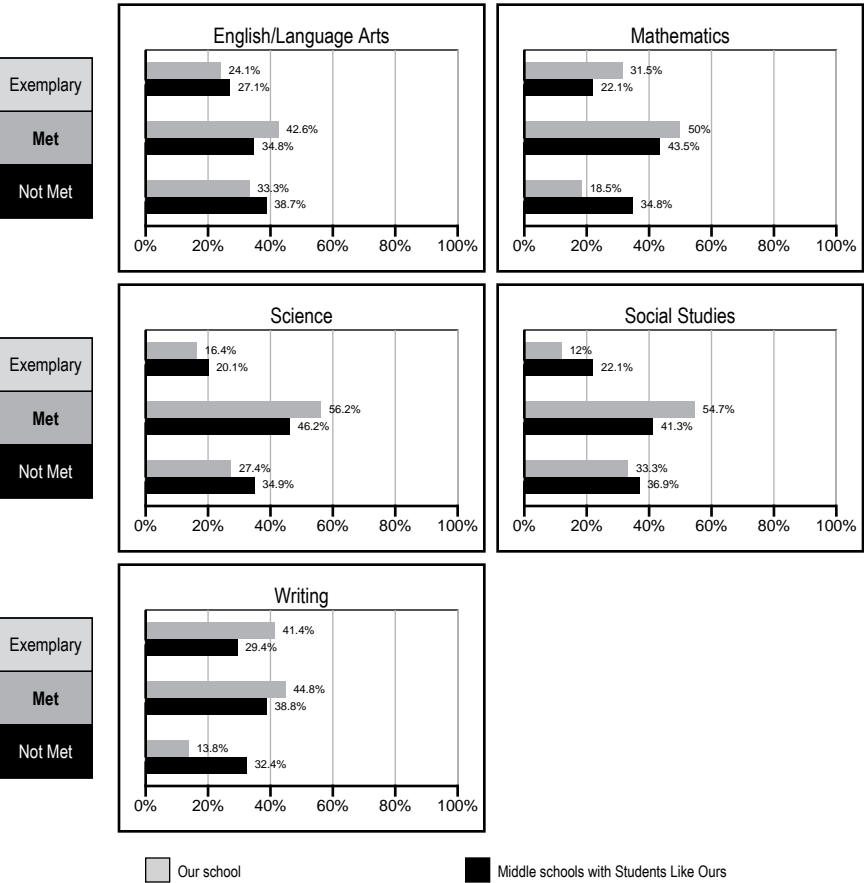
89.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	44	7	2

\* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	95.8%
English 1	N/A	91.9%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	N/A	95.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=121)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	N/R	19.6%	22.9%
Retention rate	1.8%	N/A	1.0%	0.8%
Attendance rate	96.7%	N/A	95.9%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.5%	0.5%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
<b>Teachers (n=10)</b>				
Teachers with advanced degrees	55.6%	N/A	60.7%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	N/A	N/A	84.9%	86.7%
Teacher attendance rate	98.3%	N/R	94.8%	95.2%
Average teacher salary*	\$39,417	I/S	\$45,551	\$46,422
Professional development days/teacher	9.6 days	N/R	10.5 days	10.0 days
<b>School</b>				
Principal's years at school	2.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	N/R	22.9 to 1	22.0 to 1
Prime instructional time	94.6%	N/R	89.3%	90.1%
Opportunities in the arts	Fair	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	98.3%	98.8%
Character development program	Good	N/R	Good	Good
Dollars spent per pupil**	\$9,250	N/A	\$7,377	\$7,245
Percent of expenditures for instruction**	61.0%	N/A	62.4%	63.1%
Percent of expenditures for teacher salaries**	37.1%	N/A	59.0%	60.9%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

Report of Principal and School Improvement Council

Lead Academy was founded on the belief that every child can achieve at an exceptionally high level, regardless of background or circumstance. Our school community made strides towards achieving this reality during our second year and we are excited to continue the pursuit. Our commitment to realize this goal is evident as students and staff all participate in a longer school day, Saturday School once each month, and a whole-school summer session. We set high expectations for our students through our focus on the three principles that guide our school culture: be nice; work hard; serve well. In this current year, our school adopted "Demanding Excellence, Embracing Diversity, and Modeling Integrity" as a framework to refine and execute our mission. During our second year of operation, our educational program expanded significantly. We added a magnificent band program, along with club sports and other club offerings including FLL Robotics. In addition to these new extracurricular offerings, our students continued to work hard in the classroom and reach outstanding levels of academic growth. We bested the national average for growth on the Measures of Academic Progress test in five out of six categories and posted noteworthy gains on the math and science sections of the PASS test. We attribute this to the work ethic of our students and staff, along with focused professional development that uses data to meet the needs of each student as an individual. We plan to use these same techniques to spotlight our language arts and social studies curricula and boost student achievement in these areas. Lead Academy students spent time in their local community. We participated in the Spinx Run and Reedy River Run, visited local attractions and held events out in the community. We also remained true to our mission of serving our community with each student performing a minimum of 20 hours of community service with organizations such as the Greenville Humane Society, the Red Cross, and various neighborhood organizations. We plan to move to a new location for the 2012-2013 school year. Our school community is excited to have a more established home that will, without a doubt, positively impact our learning environment.

Rodney Johnson, Principal  
Dr. H. Paul Thompson, Jr., Board Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	8	27	24
Percent satisfied with learning environment	100.0%	85.2%	95.8%
Percent satisfied with social and physical environment	100.0%	84.6%	95.8%
Percent satisfied with school-home relations	87.5%	80.8%	87.5%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	84.5
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Lead Academy school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	19.4%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	676.0	691.5	643.7	670.7	100.0	100.0
Male	688.5	709.6	668.8	693.7	100.0	100.0
Female	656.8	663.5	603.6	636.3	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	629.8	643.6	610.9	622.3	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	669.1	684.3	649.4	628.0	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	628.6	642.4	620.9	607.7	100.0	100.0
Male	614.8	640.9	611.4	599.5	100.0	100.0
Female	640.5	643.6	630.9	613.9	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	620.8	636.8	616.4	603.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	624.2	641.3	618.6	606.1	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	33	100	43.8	40.6	15.6	56.3
	6	39	100	40.5	35.1	24.3	59.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	30	100	14.3	39.3	46.4	85.7
	6	42	100	22.5	57.5	20	77.5
	7	40	100	57.5	30	12.5	42.5
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	33	100	46.9	40.6	12.5	53.1
	6	39	100	37.8	54.1	8.1	62.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	30	100	7.1	35.7	57.1	92.9
	6	42	100	10	57.5	32.5	90
	7	40	100	35	52.5	12.5	65
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	17	100	56.3	37.5	6.3	43.8
	6	19	100	N/AV	N/AV	N/AV	27.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	14	100	23.1	53.8	23.1	76.9
	6	21	100	40	55	5	60
	7	40	100	22.5	57.5	20	77.5
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	16	100	12.5	56.3	31.3	87.5
	6	20	100	47.4	42.1	10.5	52.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	16	100	6.7	46.7	46.7	93.3
	6	21	100	30	65	5	70
	7	40	100	45	52.5	2.5	55
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	33	100	34.4	46.9	18.8	65.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	31	100	13.8	44.8	41.4	86.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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